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Validity of occupational choices of out-of-school N.Y.A. youth workers

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Thesis

VALIDITY OF OCCUPATIONAL CHOICES OF OUT-OF-SCHOOL NYA YOUTH WORKERS

Submitted by

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LIST OF TABLES

CONTENTS

CHAPTER PAGE

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. . . . . .

CHAPTER I

INTRODUCTION

Importance of Problem

Occupational selection and adjustment a vital problem -- Wise occupational selection and satisfactory vocational adjustment are of such importance that they cannot be left to chance. Just as a homebuilder plans a house and builds according to his needs, interests and resources, so should building a well-adjusted occupational career warrant such careful consideration. Millions of out-of-school youth must chart this precarious course and the countless thousands who have been pounded on the rocks of vocational maladjustment are among the major tragedies of life. Although the Federal Government has recognized and aided this problem through the Civilian Conservation Corps and National Youth Administration, we must be certain that the real needs of this group are known and that planning is sound.

"Each year in the United States about 1,750,000 young men and women usually seek employment as beginning workers. About half are town and city youth; the other half have grown up in villages or on farms. Some of these young people have attended colleges and professional schools. Many others are graduates of high schools or of vocational schools or classes. In the country as a whole, perhaps 40% have dropped out of school without going beyond the second year of high school. In a few states more than

half have dropped out without going beyond the elementary schools." 1/

Whatever may be the character of the economic situation with which this annual group is faced, each job hunter, whether he knows it or not, is seeking maximum occupational adjustment. This opportunity for maximum individual development and adjustment is not only a right of the individual but it is also a responsibility of this democratic society. And, the place of occupational selection in a guidance program is of vital importance insofar as it contributes to this individual development, job satisfaction and total life adjustment.

The most impressive evidence of the acute need of youth for satisfactory occupational adjustment is contained in Howard Bell's study 2/ conducted for the American Youth Commission. This study, although based on young people between the ages of 16 and 24 in the State of Maryland, does within reasonable limits, characterize the national youth population. In discussing the matter of how employed youth feel about their jobs, he found that large numbers were dissatisfied. The dissatisfaction of youth is found in the following

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1/ American Youth Commission. Youth and the Future. Washington: American Council on Education, 1943. xix + 273 pp.

2/ Bell, Howard M. Youth Tell Their Story. Washington: American Council on Education, 1938. 273 pp.

conclusions:

a. 45.6% considered themselves slightly or greatly underpaid.

b. 43.2% of the total number of employed youth felt that they were on a sort of vocational merry-go-round.

c. 2/3 of all youth wanted jobs in either the professional technical occupations or in the office and sales field.

d. More than five times as large a proportion of the employed youth expressed a desire to do professional technical work as were found to be employed in this field. More than four times as many youth wanted jobs in some kind of skilled labor as were found to be so employed. On the other hand, almost four times as large a number were found to be working in the semi-skilled occupations as preferred to be so employed.

During the past thirty years prior to such studies by Bell and others, the proponents of vocational guidance have recognized this distressing need of assisting youth - both in school and out - in achieving satisfactory occupational

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adjustment. Emphasis in this area has usually been placed upon the desirability of making correct vocational choices on the assumption that adjustment is naturally facilitated if choices are sound.

Particularly concerns national youth programs -- Although the Civilian Conservation Corps was eliminated on June 30, 1942 and the National Youth Administration was sharply curtailed, there is no reason to believe that the post-war period will not bring into sharper focus than ever before the out-of-school youth problem. Neither is there any reason to believe that in this program of the future vocational guidance and the whole area of occupational adjustment will not play a prominent part in the movement.

In the planning ofsuch a program it is essential for us to know just how much reliability we can place upon the vocational ambitions of the group that such a movement will serve and in what direction basic planning should go. Up until the present time at least the guidance programs of NYA, rightly or not, have insisted that the major function which it could perform was providing assistance to youth in choosing suitable vocational careers. It lifted from public school education the same guidance objectives, the same techniques and many of the same attitudes.

If guidance and occupational adjustment programs for out-of-school youth are to be valid it is necessary for us to know fundamental facts concerning the specific guidance

needs of this youth group. Of great importance in connection with this is that we know with some degree of certainty about how much confidence we can place on occupational choices. With such a fundamental principle established it seems that more realistic planning of youth programs might take place.

Does this group make unwise and unrealistic choices in view of their ability? If so, then foremost among the "musts" should be assistance to the individual in knowing himself occupationally and in planning, on this basis, a commonsense occupational pattern. If, on the other hand, this group makes comparatively wise choices, then it might be said that less time should be devoted to occupational choice and additional time might well be spent in more profitable areas of occupational adjustment.

Of interest to public school authorities -- The results of such a study should be of importance to public school educators. Not only will the conclusions be of value in the direction and planning of programs of guidance for in-school youth but also if we assume that public school educators should be responsible for youth after leaving school then the results assume greater significance. This study will seek to determine the extent to which students who have left school and who are employed by the National Youth Administration make valid choices of occupations.

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The Problem

Statement of problem -- Are the occupational choices of National Youth Administration out-of-school youth project workers who have come to Connecticut for employment valid?

Statement of sub-problems --

a. What are the occupational preferences of National Youth Administration workers who come to Connecticut for employment?

b. What are the basic reasons for these preferences?

c. What occupational qualifications have National Youth Administration youth who come to Connecticut for employment?

Definitions -- For the purpose of this study the definitions as follows are used:

a. Occupational preferences: by occupational preferences is meant the choice of a future vocation by the youth in which he will be most satisfactorily adjusted from the point of view of ability. It is recognized that satisfactory total adjustment does not automatically follow ability for a given job. Occupational preference does not necessarily mean, although in many cases it may be so, the choice of a war production job

for which the National Youth Administration youth was brought to Connecticut.

b. NYA youth project worker: by an NYA youth project worker is meant a young man who has left school and who has been accepted for employment by the NYA and whose home is in one of the following states: Kentucky, Mississippi, Virginia, Alabama, Pennsylvania, Oklahoma, New York, Arkansas, Texas, Tennessee and New Jersey. Further, that he has come to Connecticut for employment as a part of a migration movement carried out by the NYA.

c. Valid: by valid is meant that the NYA youth has the basic requisites to satisfactorily complete training for and/or to successfully engage in his chosen occupational field. Also, that he has: 1) arrived at his choice through conscious realistic appraisal of his assets and interests; 2) investigated likely occupations; and, 3) made his choice by attempting to harmonize these two factors.

d. Basic reasons: by this is meant the real fundamental causes for NYA youth selecting

some particular occupation. This does not have to be "valid" reasoning as previously defined.

e. Occupational qualifications: by this is meant level of intelligence, special ability and interests.

Previous Studies

No previous studies -- As far as the writer has been able to determine no studies have been published which are specifically concerned with the validity of occupational choices of NYA youth project workers.

Related studies -- The importance of wise vocational choice in determining the direction of educational programs and in future occupational adjustment of in-school youth has led many public school educators to investigate the nature and validity of these decisions. The results ofthe studies have had considerable influence in the shaping of vocational guidance programs for out-of-school youth, particularly those associated with NYA and CCC.

Most of such studies point out the lack of validity attached to the choices in the majority of cases. In comparing the expressed occupational interests of high school youth with actual occupational distribution as given in the United States Census, the percentage of professional choices is

invariably found to be several times greater than the latest census shows the actual percent to be.[3]

R. K. Byrns[4] in a study conducted over a period of four years and based on 42,479 senior high school girls and 34,472 senior high school boys in the State of Wisconsin, pointed out that 23% of the boys desired to enter law, or engineering while only 2% of the male population was engaged in these occupations; that more than 50% of the working men in the state were engaged in agriculture, construction or unskilled labor while less than 7% wished to enter this field. Of significance, however, is the fact that he also indicated that occupational preferences do have some relation to scholastic ability. Occupational ambitions themselves tend to exert a selection which seems to have some degree of validity from the point of view of individual ability.

Among other conclusions which have been drawn, the occupational preferences of high school students show a narrow range of choice. R. B. Cunliffe[5] in summarizing the results of such a study states: "64% of boy's choices were in five

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3/ Billings, Mildred Lincoln. Group Methods of Studying Occupations. Scranton: International Textbook Co., 1941. 480 pp.

4/ Byrns, R. K. "Relation of Vocational Choice to Mental Ability and Occupational Opportunity," School Review, XLVII (February, 1939), pp. 101-09.

5/ Allen, Frederick J. Practice in Vocational Guidance. New York: McGraw-Hill Book Co. Inc., 1927 ix + 306 pp.

occupations: medicine, law, business, civil engineering and pharmacy. 76% of girl's choices were in three general fields; teaching, nursing and secretarial work. 83% of all students chose ten occupations: teaching, medicine, engineering, business, law, stenography, music, pharmacy, secretarial work and dentistry. 74% selected vocations in the professional group. 42% of girls selected teaching."

Not only have student choices been condemned from the point of view of occupational supply and demand but they have also been decried from the point of view of reasons for choice. Choices have not been made on the basis of realistic analysis of self and available occupations. In a study of the reasons given by 292 vocational students for selecting a trade, A. E. Jochen[6/] established the following factors as conditioning the student in his selection: 1) Big money in the trade (pupils had no real evidence concerning wage scales.) 2) Can do this work better (this rated high because most of the group had experience with tools and material of the trade by means of home workshops and industrial arts courses.) 3) Easier than laboring (60% of the students have fathers who are laborers and this reason is accounted for by the fact that few like toil, insecurity and lack ofsocial prestige.) 4) Parental influence. 5) Always get a job (this was based on little occupational information.)

6/ Jochen, A. E. "Factors that Influence Choice of Trade." Industrial Arts & Vocational Education, XXIX (Feb., 1940) pp. 47 - 49.

H. G. Eberhardt[7] in a study of the vocational interests of 600 junior high school boys concluded the following:

a. There is a tendency for students to choose occupations for which they do not have capacity.

b. There should be a greater opportunity for the study of a larger number of occupations.

c. The reasons given by students for the choice of a particular vocation are not substantial.

d. Little consideration was given to the possibility of employment in choosing a vocation.

Spaulding reports that "from 17 to 40 percent of the various groups of pupils questioned had no long range vocational objectives." He further states that, "large numbers of boys and girls on the point of leaving school either have no vocational plans or have plans which are quite out of line with their own demonstrated abilities and with opportunities for employment."[8]

Proctor has shown that 4/5 of modern high school youth choose to enter the major professions and the executive levels of work which now engage only 1/5 of the working

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7/ Eberhardt, H. G. "Vocational Interests of Junior High School Boys." Industrial Arts and Vocational Education, XXVIII (December, 1939), pp. 403-04.

8/ Spaulding, Francis. High School Life, the Regents Inquiry. New York: McGraw-Hill Book Co. Inc., 1938. xvii + 377 pp.

population.[9] Furthermore, his figures show that the same proportion of children with IQ's under 100 choose these same levels of work.

A large number of other investigations have been made but in general they show results comparable to one or more of the studies reported above. They are consistent in concluding that the occupational choices of in-school youth are not very realistic but the investigators are frequently inconsistent among themselves as far as factors contributing to this lack of realism are concerned. The results, however, do not throw a great deal of confidence upon the reliability with which students are able to select vocations upon which they will later enter.

These and other studies have served, however, to focus the attention of vocational guidance during the past few decades upon the need for bringing about for each individual a reasonable relationship between the work that individual desires to do, the work he is qualified to do, and the work which needs to be done. How successful has been the attention given to this problem by the public schools must be questioned for even the most recent studies indicate that students still make unwise choices - those that are out of line with ability, those that are already overcrowded and those that have no sound reasoning as a basis.

9/ Proctor, W. M. "Intelligence and Length of Schooling in Relation to Occupational Levels." School and Society, XXXXII (1935), pp. 783-786.

It may be that lack of success in this area is due to the fact that only 22.7% of youth have received vocational guidance from the schools as revealed by one representative study.10/ Although the study referred to is based on the State of Maryland there is not sufficient evidence available to believe that the results would differ greatly in other states.

Previous studies not entirely applicable -- The studies discussed above and the many others which exist in educational literature do not specifically apply to the youth group upon which this study is based although they have had a profound influence upon the programs which have been established to meet the challenging problems attendant upon this group. The studies noted above deal directly with the occupational choice problems of in-school youth whereas this study deals with those youth who are out of school, a group that is chronologically older and employed on work projects of the National Youth Administration.

Neither do many of the studies combine the results of testing with the results of individual interviews. Also, the inconsistencies apparent in the results of previous studies indicate a need for additional study of this particular problem.

10/ Bell, Howard M. Youth Tell Their Story. Washington: American Council on Education, 1938. pp. 271.

Influence on out-of-school guidance -- The National Youth Administration (established in 1935) and the Civilian Conservation Corps (established in 1933) emerged to combat the acute youth problem which originated during the last depression. Soon after their origin, it was found that work relief projects were not sufficient to meet adequately the real needs of this group of unemployed youth. Consequently, and with questionable planning, programs of related training, vocational training and vocational guidance sprung up over night.

In the absence of data to the contrary coupled with the lack of a new concept of education, much of the public school philosophy and academic veneer was carried over to the educational and guidance programs of these new agencies. On the assumption that occupational choices of this group would not be valid, the guidance programs re-emphasized the importance of occupational choice to the exclusion of other adjustment factors. As an example of this emphasis, the National Youth Administration reports that in one state 7,132 occupational information classes have been held in 53 cities of the state with 192,000 youth in attendance.[11/] In other states an effort has been made to provide this type of service through career conferences. Remote control has also been utilized

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11/ Hayes, Mary H. S. "Government Agencies and Vocational Guidance." Occupations, XXII (March, 1939), pp. 507-11.

by NYA in connection with this problem for weekly radio programs on occupations were arranged in 17 states.[12]

12/ Ibid., p. 510.

CHAPTER II

DESCRIPTION OF METHOD USED AND CHARACTERISTICS OF YOUTH STUDIED

Method and Materials

General plan -- The method used in conducting this study was the normative-survey employing the techniques of the personal interview to obtain one type of information and objective tests to determine another type of information.

The study is based upon approximately 300 cases. Two hundred cases were first completed and tentative norms and conclusions developed on this basis. An additional 115 cases were completed and the norms compared very favorably with the original 200. On the basis of this comparison, it is concluded that there is a sufficiently large sampling of the group, which was composed of 986 youth, to insure quite valid conclusions. Although the entire group falls within the classification of out-of-school youth, it is selected to the extent that each individual was employed on work projects of the National Youth Administration. Cases were selected at random. None of the group had received guidance from the National Youth Administration.

As mentioned earlier in the study, the National Youth Administration was organized in 1935, two years after the Civilian Conservation Corps was founded. Its objective at that time was to provide needy youth with financial assistance through employment on productive work projects.

In 1941, Connecticut industry found itself facing an acute shortage of labor. The reservoir of trained and untrained manpower had been nearly drained. The situation was made more acute by the activity of Selective Service in filling the manpower needs of the rapidly expanding army.

In some area of the country, notably the south and southwest, a supply of youthpower was still available. The NYA in these areas was a labor source of young men. The Connecticut NYA conceived the idea of importing into Connecticut for placement in war industry NYA youth workers from these areas.

This idea was implemented and the migration program put into operation. The young men were housed in resident centers of the Connecticut NYA while waiting to be selected for Connecticut industry and during the period of residence they worked in the shops of the local NYA.

This group, then, formed the basis for this study. The data was gathered at the resident centers. Each youth was interviewed individually and tested in small groups. Data was collected over a period of about nine months.

The interview form -- A sample of the interview guide used in this study is attached.[13/] Roughly, the interview guide may be divided into three parts: 1) Items #1 through #8 call for personal data and information which gives insight into the knowledge youth have concerning occupations and the

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13/ See Appendix, Exhibit A

type of thinking which they have done in connection with future vocational plans; 2) Items #9 through #13 attempt to classify reasons for selection of an occupation into one or combination of six categories, i.e., association, environment, past work experience, experience with Federal Youth Programs, school experience and parental influence. Experience which the writer has had in interviewing thousands of out-of-school youth indicate that selection of vocation is strongly influenced by one of these classifications or by a combination of them; 3) The remainder of the interview guide provides for the recording of significant test data and interpretation of both the test results and the results of the interview in terms of validity of occupational choice.

The tests used -- The California Short Form Test of Mental Maturity (adv. S-Form) was administered for the purpose of securing the intelligence quotient of the youth as one indication of occupational qualification. Experience in testing CCC enrollees has indicated a law degree of reading ability which has influenced their performance on tests of mental ability based entirely on reading.[14/] Consequently, this test was selected inasmuch as it compares favorably with other tests of a similar nature from the points of view of validity and reliability and has the additional feature of providing three IQ's - language, non-language and total.

14/ Mahoney, H.J. and Scully, J.H. "A Study of Reading Ability in CCC Camps." Education, (October 1940), pp. 101-07.

This form is designed for use in senior high school, in college and with adults. It attempts to secure as valid a measure of mental maturity as may be secured by the use of a group test. The authors report a reliability of r=.934 for the total test. It has been revealed that the results of this test may be used for comparative purposes with other intelligence tests.

The Detroit Mechanical Aptitudes Examination, Form A, was administered for the purpose of determining mechanical aptitude among the members of the group in the light of occupational qualifications. The test purports to measure aptitude for mechanical work. The reliability correlation as reported by the authors in one study was r=.898. Early studies on the Detroit Mechanical Aptitudes revealed the correlation of r=.64 between test results and shop grades. No ratings against shop grades for this examination have yet been completed.

Indication of clerical ability was determined from the Minnesota Vocational Test for Clerical Workers. This test purports to measure individual aptitude for clerical work. It is designed for men and women of all ages. The authors report a reliability of r=90 for employed clerical workers and when 48 University of Minnesota business students were retested with the same test the correlation was r=.85.

Due to lack of sufficient time, the Kuder Preference Record was administered to only about 35% of the group and therefore not considered.

From administration and scoring points of view, it is felt that the test results are valid. The test groups were composed of units of about ten boys and physical conditions were excellent. Not the least important factor contributing to the validity of the test results is the past experience of the writer in administering a few thousand similar tests to out-of-school youth.

Reliability of the interview -- The reliability of the interview is based upon several factors important among which is the fact that the writer has lived and workedwith out-of-school youth for a period of more than five years, including both CCC and NYA programs. Close association has equipped him with intimate knowledge of what these boys think about, how they express themselves and also when they are telling the truth.

Then, too, youth on NYA are used to being interviewed and in the writer's judgment, at least, they have developed the habits of cooperation and honesty.

At the beginning of each interview, the purpose of the study was carefully explained and each individual made to realize that his response might be instrumental in eventually providing better educational facilities for all youth. The maturity and responses of the individual led the writer to conclude that this appeal was acceptable. Sufficient time, frequently as much as 45 minutes, was allowed for each individual interview. Excellent physical facilities and

complete privacy were afforded. It appeared throughout the course of the study that the interviewees were anxious to discuss their vocational aspirations and problems,

Some Characteristics of the Individuals Studied

A selected group -- The group of NYA youth on which this study is based is a selected group of young men by nature of association with the NYA. This in itself exerts a certain type of selection. In addition, the majority of youth came from the southern and south-western parts of the United States as indicated in Table 1, page 22. At the time of the study the group had been out of school about two years and all had participated at one time or another in the work program of NYA. In addition to this type of experience, about 90% of the group had other types of work experiences ranging from part-time to full time employment. Because of these factors and others, the group is not representative of a cross section of typical American youth nor is it necessarily representative of a typical group of NYA youth.

It may be stated here that when this study was originally planned it intended to deal with NYA youth in Connecticut. The sudden decline of Connecticut NYA enrollment, however, did not make this feasible. Although many youth were left on the program, they were definitely inferior to those employed two years ago. The question may be raised at this point as to whether it can be said that this group or that individual is

representative of NYA youth or CCC youth. Experience in both CCC and NYA has clearly indicated that the enrollment is not characteristically static over a period of years or often over a period of months. Naturally, economic conditions, both national and local, are the strongest influenctial factors contributing to this fluid situation.

Because of these facts it will be well to consider some of the characteristics of this group of young people before the findings of the study are presented.

States of origin -- Table 1 presents the state of origin of the group upon which the study is based and shows the percentage coming from each area. The diversity of characteristics exhibited by the group can be better understood when they are interpreted in the light of the geographical locations of their homes. It is revealed that the majority of youth come from the south and southwest with only 15.5% coming from such states as Pennsylvania, New York and New Jersey. The lack of industrial activity in the south and southwest at the time of this migration afforded this temporary supply of labor for Connecticut.

Table 1. States of Origin of NYA Youth.

State	No.Cases	PerCent	State	No.Cases	PerCent
Kentucky	98	32.5	New York	11	3.8
Mississippi	92	30.5	Arkansas	9	3.0
W.Virginia	35	11.7	Tennessee	2	.8
Pennsylvania	34	11.4	Texas	1	.3
Oklahoma	16	5.4	Alabama	1	.3
			New Jersey	1	.3
Totals				300	100

School achievement -- The school grade achievement of this group is high with 55.8% of the cases having completed the 12th grade or higher. Only 3% of the entire group did not graduate from grammar school. Table 2 shows the distribution of the group in terms of last school grade completed.

Table 2. Last School Grade Completed by NYA Youth.

School Grade	No.Cases	PerCent	School Grade	No.Cases	PerCent
16	1	.3	10	35	11.8
15	1	.3	9	27	.9
14	8	2.6	8	34	11.4
13	10	3.3	7	7	2.4
12	148	49.3	6	1	.3
11	27	.9	4	1	.3
Totals				300	100

Median Grade Attainment - 12

These data reveal that the median grade attainment of the group is the completion of the 12th grade. The data indicate that a little better than 1 out of every 2 youth involved completed high school whereas only about three out of every 100 did not complete grammar school. That this group of out-of-school youth has achieved a substantially higher educational attainment than the average out-of-school youth throughout the nation is revealed when we consider that the study by Bell[15] pointed out that the median grade

15/ Bell, Howard M. Youth Tell Their Story. Washington: American Council on Education, 1938. pp. 273.

attainment of out-of-school youth is approximately the completion ofthe 9th grade.

Courses taken in school -- Some indication of the lack of vocational training opportunities in the states of origin of this group is revealed in the fact that 75% of the group studied was enrolled in a general course while in school. Table 3 reveals the distribution ofcourses taken by this group of NYA youth while in school.

Table 3. Distribution of High School Courses of NYA Youth.

Course	No.Cases	PerCent	Course	No.Cases	PerCent
General	225	75.	Practical Arts	8	2.6
College	23	7.7	Mech.Drafting	4	1.3
Scientific	3	1.	Div.Occupations	2	.6
Vocational(49)	(16.3)		Technical	2	.6
Commercial	16	5.3	Woodwork	2	.6
Agriculture	16	5.3			
Totals				300	100

Number enrolled in vocational courses - 49

It is apparent that opportunity for diversified vocational training has not been provided to any great extent for this group. Evidently, educational authorities are not in a position to provide this type of educational experience, a fact probably due primarily to lack of funds for the operation of such programs. In these instances, until the responsibility for such can be assumed by local educational authorities, it seems that federal agencies such as the NYA have an important place.

A rather sad commentary on the practical value of public school education is the attitude of 79% of the group who feel strongly that school did not equip them for any particular occupational activity.

Preferred school subjects -- There seemed to be a high degree of interest among the youth in mathematics. 35.6% indicated that this was their preferred subject. The vocational subjects had a low degree of popularity. This may be accounted for by the fact that opportunity for study of vocational courses was extremely limited. The apparent interest in mathematics may indicate that many of the youth would have preferred a course of study involving the application of mathematical principles, i.e., vocational subjects. Table 4 shows the distribution of interest among the various courses.

Table 4. Distribution of School Subjects Preferred by NYA Youth.

Subject	Number Cases	Per Cent
Mathematics	107	35.6
U. S. History	44	14.7
English	43	14.3
Science	37	12.3
Social Science	16	5.3
Agriculture	15	5.0
Mechanical Drawing	12	4.0
Business Training	12	4.0
Industrial Arts	8	2.8
Art	3	1.0
French	3	1.0
Totals	300	100

Best school marks -- Not only was there a high degree of interest in the study of mathematics but it was also the subject in which a large number of youth, 34%, received the best marks. A study of tables 4 and 5 will reveal the high degree of correlation between interest and performance.

Table 5. High School Subjects in Which Best Marks Were Obtained by NYA Youth.

Subject	No.Cases	PerCent	Subject	No.Cases	PerCent
Mathematics	102	34.	Business Training	12	4.0
U.S. History	56	18.6	Mech. Drawing	8	2.7
English	43	14.3	Indus. Arts	8	2.7
Science	34	11.3	Art	3	1.0
Social Science	19	6.4			
Agriculture	15	5.0			
Totals				300	100

Physical characteristics -- Generally, the youth discussed in this study are physically competent and capable of performing rugged tasks. As noted in Tables 6, 7 and 8, the median age of the group to the nearest birthday is 19 years; the median height is 5'10"; and, the median weight is 152 pounds.

Table 6. Distribution of Ages of NYA Youth.

Age	No.Cases	PerCent	Age	No.Cases	PerCent
17	7	2.3	21	37	12.3
18	95	31.6	22	17	5.8
19	66	22.	23	15	5.0
20	48	16.	24	12	4.0
			25	3	1.0
Totals				300	100

Median Age to Nearest Birthday - 19

Table 7. Distribution of Height of NYA Youth.

Height	No.Cases	PerCent	Height	No.Cases	PerCent
57	1	.3	69	34	11.4
60	1	.3	69½	3	1.0
62	2	.6	70	41	13.8
64½	2	.6	70½	40	13.4
65	12	4.5	71	49	16.4
66	11	3.6	72	42	13.9
67	9	3.	73	15	5.
67½	3	1.	74	6	2.
68	22	7.3	75	4	1.4
68½	3	1.			
Totals				300	100

Median - 5'10"

Table 8. Distribution of Weight of NYA Youth.

Weight	No.Cases	PerCent	Weight	No.Cases	PerCent
125-129	3	1.	185-189	3	1.
130-134	13	4.3	190-194	1	.3
135-139	40	13.3	195-199	3	1.
140-144	48	16.0	200-204	0	
145-149	37	12.3	205-209	0	
150-154	38	12.7	210-214	0	
155-159	23	7.8	215-219	0	
160-164	37	12.3	220-224	0	
165-169	27	9.	225-229	1	.3
170-174	12	4.	230-234	0	
175-179	8	2.7	235-239	0	
180-184	3	1.	240-244	3	1.
Totals				300	100

Median - 152

Language spoken at home -- Ninety-five percent of the group came from homes where English was spoken by all members of the family. In a study of reading ability based on 456 New England CCC enrollees[16] it was reported that 25% came

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16/ Mahoney, H. J. and Scully, J. H. "A Study of Reading Ability in CCC Camps." Education, (October, 1940), pp. 101-107.

from homes where both parents have the same nationality and where a foreign language is used almost exclusively.

Also, there is another 34% where both parents have the same nationality and a foreign language is spoken in the home, but in this case the enrollee does not participate, nor is the foreign language spoken exclusively by other members of the family. Often, such bi-lingual home conditions are considerable handicap to students who are learning to use English effectively and influence results of verbal tests of mental ability. It developed, however, that this was not a factor which needed consideration for the purposes of this study.

Table 9. Languages Spoken in Homes of NYA Youth.

Language	No.Cases	PerCent	Language	No.Cases	PerCent
English	285	95.	Eng. & Russian	1	.3
Eng. & Italian	5	1.9	Eng. & Ukranian	1	.3
Eng. & Polish	3	1.0	Eng. & Spanish	1	.3
Eng. & Puerto Rican	1	.3	Eng. & Yiddish	1	.3
			Italian	1	.3
Eng. & Lithuanian	1	.3			
Total				300	100

Number of homes in which English is spoken - 285

Additional characteristics peculiar to this group such as level of intelligence and degree of clerical and mechanical ability are presented in Chapter IV.

Special Characteristics of NYA Youth As A Selected Group of Young People -- In summary, the characteristics peculiar to this group may be listed as follows:

1. The majority of the youth came from the south and southwest.

2. The majority of youth have been out of school about two years and have had occupational experiences.

3. All youth were employed by the National Youth Administration and brought to Connecticut for employment.

4. The majority of youth are high school graduates, an educational achievement higher than the average out-of-school youth throughout the nation.

5. The vast majority of youth received no specific vocational training while in school.

6. Not only was there a high degree of interest in mathematics among a substantial number of youth but it was also reported as the subject in which best marks were received.

7. The youth are well selected physically.

8. 95% of the group came from homes where English was spoken by all members of the family.

9. 79% of the group did not feel that school equipped them for any particular occupational activity.

CHAPTER III

RESULTS - OCCUPATIONAL CHOICES AND REASONS FOR THEM

Occupational Choices

Determining choices -- As described earlier in this study, the data secured with the exception of test results were obtained through a carefully conducted personal interview with each youth.

Innumerable studies of vocational interest conclude that young people's aspirations far exceed their abilities and opportunities. An inspection of the type of question which lead to such conclusions, however, often reveals that they have a high suggestion value and often compel the individual to react to the question in terms of unreachable goals. Assume that we were asked the following: "If you could pull out of a hat any job in the world that you would like to engage in for life, what would it be?" It would be reasonable to expect that many of us would choose occupations requiring a high degree of ability, one rich in personal returns, prestige and other rewards. But, because we made such a choice it does not necessarily follow that we do not have a realistic view of the occupational pattern in relation to our own possibilities.

Such questions as: "If you could have any kind of a job, what would you choose?"; and, "Regardless of financial consideration what type of work would you like to engage in?",

tend to do more to create wishful thinking than to discourage it.

In recognition of this situation, a more practical approach to the question was taken and information was obtained in relation to a more realistic consideration of the problem. It is felt that the choices represented in Table 10, p.34 represent a realistic rather than a wishful type of selection.

Influence of war on choices -- One of the chief difficulties in studies of vocational choices carried out today is the influence of the war on these choices. Young men of this age group are thinking in terms of types of jobs in the armed forces or in war industry with the high salaries in the latter as an added influential factor.

The writer was interested, however, in determining those occupational aspirations which might exist under normal times minus the influence of war. But, it is recognized that there may be normal choices which are in harmony with war production or service in the armed forces and that these must be honored as normal choices. It should be noted, also, that the data for this study was collected prior to Pearl Harbor when the war influence on choices existed to a lesser degree than at present and that the group of young men came from areas that had not then come in full contact with the production boom.

The choices, then, represented in Table 10 may be considered as normal choices for normal times although we must keep in mind present day influences. Every effort was made during the interview to eliminate the present condition from influencing the occupational choices except in those cases where they seemed legitimate for it may well be that one of the occupational outcomes of this war will be that it will provide occupational careers for a large group who normally might not have any.

The Choices -- The Occupational choices of this group are indicated in Tables 10 and 11. It will be noted that 74.5% of the group chose jobs in the skilled, semi-skilled, un-skilled, agriculture and service areas with the highest number choosing at the semi-skilled level. The comparatively small number choosing at the higher levels and the rather wide range of jobs specified, in contrast to other studies, represent, in the writer's opinion, a healthy occupational attitude.

That the influence of the war in coloring occupational choices was eliminated to a high degree is borne out by the following:

a. Generally, the choices indicated in Table 10, p. 34, represent types of jobs in which youth are interested during peacetime.

b. Although the group was brought to Connecticut for jobs as machine operators, only 30.1% of

the group chose it for a permanent vocation. The strong influence of NYA machine shop experience was undoubtedly the most important influential factor, rather than the war, in such cases.

It can be said, then, that the distribution of choices represents a fair degree of realism and that in the vast majority of cases the choices represent normal choices minus the influence of war.

The 1930 census showed that 6.7% of workers were employed in the professions and 8% in clerical occupations. The fields of work employing the largest number are the manufacturing and mechaical industries and agriculture. In view of this, it is quite reasonable to assume that the occupational expectations of the majority of this group will be realized, other things being equal.

Table 10. Choice of Occupations of NYA Youth.

Occupational Choice	No.Cases	PerCent
Machine Operator	91	30.1
Farm Worker	32	10.5
Mechanic, Auto	31	10.3
Welder	21	7.
Sheet Metal Worker	12	4.
Factory Worker	7	2.3
Carpenter	6	2.
Engineer, Mechanical	6	2.
Electrician	6	2.
Teacher, Secondary	5	1.7
Aviator	4	1.3
Engineer, Electrical	4	1.3
Office Worker	4	1.3
Physician	4	1.3
Lawyer	4	1.3
Engineer, Diesel	3	1.
Coach, Athletic	3	1.
Draftsman	3	1.
Journalist	3	1.
Truck Driver	3	1.
Policeman	3	1.
Sailor, U.S. Navy	3	1.
Photographer	2	.7
Dentist	2	.7
Artist, Commercial	2	.7
Teacher, Physical Education	2	.7
Mechanic, Railroad	2	.7
Embalmer	2	.7
Musician	2	.7
Chemist	2	.7
Plumber	2	.7
Salesman	2	.7
Manager, Hotel	2	.7
Clergyman	2	.7
Clerk, Mail	2	.7
Veterinarian	2	.7
Toolmaker	2	.7
Merchant (dry goods)	2	.7
Forester (graduate)	2	.7
Engineer, Civil	2	.7
Accountant	2	.7
Business (no specific job)	2	.7
Laborer	1	.3
None	1	.3
Totals	300	100

Table 11. Occupational Fields Preferred by NYA Youth.

Occupational Field	No.Cases	PerCent
Professional	45	15.0
Semi-Professional	16	5.4
Managerial	4	1.4
Clerical	4	1.4
Sales	6	2.0
Skilled	61	20.3
Semi-Skilled	115	38.0
Unskilled	8	2.8
Agriculture	34	11.4
Service	6	2.0
No Choice	1	.3
Totals	300	100

Reasons for Occupational Choice

Results often superficial -- The many studies that have been made on the subject of why students choose as they do invariably list a large number of superficial reasons such as: "I like it", "I have an interest in this type of work", "It pays good money", "The training is easy to pick up", "My pal is doing it", etc. The major conclusion reached as the result of such answers is that the choices have been made on the basis of unsound reasoning or invalid factors. And, this is probably true as far as the interpretation of the reasons have gone. In any event, the procedure leading up to the making of a choice has not been based on knowledge of oneself, a knowledge of likely areas of work followed by some realistic attempt at the matching of the two.

Six areas of influence -- In the experience of the writer in interviewing several thousand CCC and NYA enrollees concerning occupational choices and reasons for these choices, it became apparent that although the responses of the individual may have been honest and sincere the data collected in this way had no great significance. They were superficial - often the first that "popped" into the mind of the interviewee.

In analyzing the results ofsuch surveys along with other personal pertinent data on the individual, a pattern on which choices were based seemed to unfold itself. There seemed to be six major areas or basic reasons influencing occupational choice: Association, environment, past work experience, Federal work programs, school experience and parental influence. Typical but not all inclusive elements within each of these areas are noted in the sample questionnaire used in the study and included in the appendix as Exhibit A.

Therefore, in determining the basic reasons for the choice of a particular occupation, pertinent information in the background of each individual was sought in connection with these five areas and then an attempt was made to tie up the choice of the individual with one or a combination of areas.

Association -- The influence of one's friends, relatives and other acquaintances in the selection of an

occupation seems to be of importance particularly with out-of-school youth. Association embraces within its meaning occupations of father, brothers, sisters, relatives and friends.

The place of "father" in this classification might be questioned by the reader in view of the fact that it is usually considered under "parental influence." However, it seems desirable to include it here and to provide parental influence with a more direct and stronger interpretation.

Environment -- The influence of environment tends to exert a type of selective influence for some groups of youth. It is used here in a broad sense to include not only the type of community in which youth live but also peculiar sections within that environment.

Past Work Experience -- Work experiences of the individual are important in occupational selection. These may be either part-time or full time and may exert either a positive or negative influence as far as job selection is concerned.

NYA Work Experience -- Experience has shown that Federal Work Projects have been of importance in influencing the occupational choice of youth. This is considered in a different category from "Past Work Experience" in view of the high degree of training which is involved which would not necessarily be a part of work experience.

Parental Influence -- Influence of parents is always an important consideration in determining the occupational choices of youth. It is considered here in the sense that parents wanted him to engage in a specific occupation although not necessarily the occupation of either of the parents.

School -- The influence of school is and should be always a factor in occupational choice although its influence frequently seems quite insignificant.

Factors influencing choice -- It can be seen from Table 12 that in about 61.6% of the cases there was no single factor in itself which contributed to choice but rather in those cases there was a combination of two or more factors exerting the influence. For 16% of the group, NYA experience was the single influential factor and this percentage is much smaller than might have been expected. In 7.3% of the cases there did not seem to be any particular reason or combination of reasons for the occupational choice which was made. The almost negligible influence of the school is revealed in the fact that in only 5.4% of the cases was it a single influential factor. 6.3% of the group was influence primarily by association in job selection and 3.7% can trace their choices directly to parental influence. The small influence of work experience, excluding NYA work experience, is indicated by the

by the fact that only 1.7% made a choice due to the influence of this particular factor although nearly all of the group had at least part-time work experiences.

Table 12. Basic Reasons for Occupational Choice of NYA Youth

Reason	No. Cases	Per Cent
NYA	48	16.
Association, NYA, Parent	25	8.3
Association, NYA	23	7.8
No Apparent Reason	22	7.3
Association	19	6.3
School	16	5.4
NYA, Parent	16	5.4
Association, Environment, Work Experience	14	4.8
Parent	11	3.7
Association, Work Experience	10	3.4
Association, Environment, NYA, Parent	10	3.3
Association, Envir., School, Work Ex.	5	1.7
Work Experience	5	1.7
Association, Envir., Work Ex., Sch.,Parent	5	1.7
Association, Parent	5	1.7
Association, School	4	1.4
School, Parent	4	1.4
School, NYA	4	1.4
Association, Environment	4	1.4
Association, Environment, School	4	1.4
Association, NYA, School, Parent	4	1.4
Work Experience, NYA	3	1.
Association, NYA	3	1.
Assoc., Envir., School, Parent	3	1.
Assoc., Envir., Work Ex., Parent	3	1.
School, Work Experience, NYA	3	1.
Association, Work Experience, NYA	3	1.
Work Experience, School	3	1.
Environment, NYA, Parent	3	1.
NYA, Parent	3	1.
Association, NYA, Environment	3	1.
NYA, Parent	3	1.
Association, Work Ex., School, Parent	2	.7
Environment, School, NYA	2	.7
Association, Environment, Parent	2	.7
Association, Work Experience, Parent	2	.7
Association, Work Experience, School	1	.3
Totals	300	100

In analyzing the frequency with which the various factors occurred singly or among combinations as far as influencing occupational choice is concerned, it will be noted that the two single and most influential factors are NYA experience and association. The influence of parents, the school, other types of work experience and environment are of substantially less importance. Table 13 reveals the frequency of these factors.

Table 13. Frequency of Factors Influencing Occupational Choice.

Factor	Frequency	
	No.Cases	PerCent
NYA	156	26.4
Association	154	26.1
Parent	101	17.3
School	60	10.3
Work Experience	59	10.1
Environment	58	9.8

To indicate the working of the plan the following illustration is presented:

Illustration -- Robert Harrison of Mayfield, Kentucky, wants to be a toolmaker. An analysis of the possible reasons for selecting this occupation as revealed by his personal interview data reveal the following:

a. Association: His father is an automobile electrician. Working relatives with whom he maintains close contact are employed as machinists, electricians and toolmaker. The last is an uncle who is very much

interested in the boy. Occupations of friends who are working are: mechanics, electricians and carpenters.

b. Environment: Robert lives in an urban community in which clothing factories are located. Most of the people of the community are employed by these factories. His favorite hang-out is a nearby automobile garage.

c. Work Experience: He has had no work experience other than NYA where he was employed for a short time in the machine shop.

d. School Experience: Robert is a high school graduate who was enrolled in the general course of study. He preferred mathematics above all other subjects. The type of work for which school equipped him was "nothing in particular."

e. Parental influence: The parents did discuss jobs with him but did not consciously attempt to influence him in any way.

We may conclude from the above that association, NYA experience and one aspect of his environment either consciously or unconsciously influenced Robert in his choice of an occupation.

Generally, it can be said on the basis of these results that as far as this group is concerned the majority arrived at a particular occupational choice due to a combination of factors that exerted either conscious or unconscious influence.

The author is the first to grant the limitations of the data obtained to reveal the influence of the factors of environment, association, work experience, parental influence and school experience in the selection of an occupation. However, that these are influential factors to varying degrees cannot be disputed and as such we must pay more attention to them in programs of occupational adjustment. Their importance in occupational selection should be interpreted to youth.

Summary -- The following points seem to be of significance as they relate to occupational choice:

a. The author was interested in normal vocational choices minus the influence of war. There is evidence that the objective was attained.

b. The fact that 74.5% chose jobs on a skilled, semi-skilled, unskilled, agriculture and service levels and the small number aspiring to the professions places confidence in the realistic point of view of this group.

c. It is encouraging to note that only one among the entire group had no occupational plan.

d. The sources of basic reasons for a particular occupational choice seemed to fall most frequently into a combination of reasons exerting either a conscious or unconscious influence upon the individual.

e. The small part played by the school in influencing the choice of an occupation is discouraging.

f. The high degree of influence of the National Youth Administration and the factor of association is both significant and clean-cut.

g. The occupational selections of the group show a rather wide range of choice.

CHAPTER IV

RESULTS - VALIDITY OF OCCUPATIONAL CHOICES

Occupational Qualifications

Many factors contribute to validity -- It is realized that from the point of view of satisfactory occupational adjustment validity of choice cannot only take into consideration whether the individual has the basic requisites to engage in or to train for a particular vocational area. Ambition, sociability, personality, the capacity to grow on the job, contacts, health and a host of other factors bear upon the situation. The criteria of validity for this study, however, have been two, i.e., the occupational qualifications of the individual as measured by selected tests in relation to choice; and, whether or not he has arrived at his choice after self-analysis and an investigation of occupations.

Level of intelligence a factor in occupational adjustment -- In the choice ofan occupation and also in the choice of a worker for an occupation, it is important to consider not only whether the individual possesses the required intelligence but also whether he is not too intelligent. Frequently, negative correlations are found between mental measures and vocational success, indicating that those making the higher scores were less successful. Bills[17] in addition to others

17/ Bills, Marion A. "Relation of Mental Alertness Test Scores to Positions and Permanency in Company", Journal of Applied Psychology, VII, 155 (No.2, 1923)

reports such a condition. In reporting on the turnover of clerical workers it was found that the higher the grade of work, the greater the turnover for workers with test scores of less than 80 points and the smaller the turnover for those with test scores higher than 110 points. The higher grade of work was too difficult for lower capacity workers and presented an adequate challenge to hold the interest of brighter workers. The lower grade of work was more nearly within the capacity of the duller workers, but it did not present sufficient challenge for the brighter workers.

In comparing the job performance of CCC enrollees with mental ability[18/] it was found that 12.5% had high mental ability but were performing below average on the job. In general, they had a poor attitude, seemed unable to adapt themselves and expressed job dissatisfaction. Investigation indicated that they did not find the necessary mental challenge in their jobs.

In comparing stated occupational choices with levels of intelligence, then, two considerations were borne in mind. Did the individual possess the required intelligence for his occupational choice? Was he too intelligent for his occupational choice?

Intellectual ability -- The group that formed the basis of this study seems to be an average one as far as intelligence is concerned. The scores ranged from an IQ of

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18/ Mahoney, Harold J. Unpublished Study.

62 up to 147 with 98.2 being the median IQ of the group as indicated in Table 14. Contrary to expectations the group did better on the language test of mental ability than they did on the non-language section. Tables 15 and 16 reveal the distribution of IQ's on the language and non-language sections of the test.

The place of aptitude tests in aiding adjustment -- One cannot assume that tests of clerical or mechanical aptitude will predict with certainty whether or not a particular individual will succeed in a given line of work which requires such ability. One can only say that if he passes the test in a satisfactory manner, he possesses one ofthe qualifications for success in the work in question, and that in the main individuals who show proficiency in the tests are more likely to succeed than those who do not. It may be said that the better his ability as tested the better his chances for success and that individuals who do not succeed in the tests are less likely to succeed in the kind ofwork considered since one of the elements necessary for that success is apparently lacking.

Consideration was given to the results of the tests of mechanical and clerical aptitude in the light of the above statements.

Mechanical aptitude -- Table 17 reveals the distribution of scores in mechanical aptitude. It will be noted from the distribution that again the group seems to be an

average one in this respect with the median score falling at C+.

Table 14. Distribution of Intelligence Quotients (California Test of Mental Maturity, Short Form - Total) of NYA Youth

IQ	No.Cases	PerCent	IQ	No.Cases	PerCent
60-64	1	.3	105-109	30	10.
65-69	1	.3	110-114	17	5.7
70-74	1	.3	115-119	13	4.3
75-79	11	3.8	120-124	9	3.
80-84	18	6.	125-129	4	1.3
85-89	37	12.3	130-134	1	.3
90-94	46	15.3	135-139	2	.7
95-99	55	18.4	140-144	1	.3
100-104	52	17.3	145-149	1	.3
Totals				300	100

Median IQ - 98.2

Table 15. Distribution of Intelligence Quotients (California Test of Mental Maturity, Short Form - Language) of NYA Youth.

IQ	No.Cases	PerCent	IQ	No.Cases	PerCent
60-64	2	.7	105-109	40	13.3
65-69	1	.3	110-114	24	8.
70-74	7	2.4	115-119	9	3.
75-79	11	3.8	120-124	7	2.4
80-84	11	3.8	125-129	6	2.
85-89	22	7.3	130-134	2	.7
90-94	31	10.3	135-139	1	.3
95-99	77	25.3	140-144	2	.7
100-104	46	15.3	145-149	1	.3
Totals				300	100

Median IQ - 99.2

Table 16. Distribution of Intelligence Quotients (California Test of Mental Maturity, Short Form - Non Language) of NYA Youth.

IQ	No.Cases	PerCent	IQ	No.Cases	PerCent
55-59	1	.3	105-109	19	6.3
60-64	0	.0	110-114	19	6.3
65-69	5	1.7	115-119	16	5.3
70-74	11	3.6	120-124	0	0.
75-79	21	7.0	125-129	11	3.7
80-84	46	15.3	130-134	8	2.7
85-89	45	15.0	135-139	2	.7
90-94	30	10.0	140-144	5	1.7
95-99	30	10.0	145-149	0	0.
100-104	29	9.7	150-154	2	.7
Totals				300	100

Median IQ - 93.5

Table 17. Distribution of Scores of NYA Youth on Detroit Mechanical Aptitudes Examination.

Score	No.Cases	PerCent	Score	No.Cases	PerCent
A	56	18.6	C-	29	9.7
B	52	17.4	D	24	8.
C+	47	15.7	E	28	9.4
C	64	21.2			
Total				300	100

Median Score Falls at C+

Clerical ability -- This particular aptitude according to test results apparently is almost completely lacking in this group as Table 18 will testify. Only about 9.4% of the group reached the 50th percentile or above and the median score of the group was 8.7%.

Well selected for machine operation -- This group with a median IQ of 98.2 and a median score of C+ in mechanical aptitude is ideally suited for jobs as machine operators in

industry - the purpose for which they were originally selected and brought to Connecticut by the National Youth Administration. In reaching this conclusion as to validity of occupational choice in relation to expressed interest the critical scores noted in Fryer and Sparling's Chart on corresponding intelligence and achievement levels[19/]; the manual of directions for the Detroit Mechanical Aptitudes Examination; and, results of Army Alpha examination[20/] were used as the basis for comparison. In both Fryer & Sparling's Chart and Bingham's results with the Army Alpha examination, levels of intelligence and corresponding expected levels of occupational success are established. The Manual of Direction for the Detroit Mechanical Aptitudes Examination includes not only levels of intelligence but also levels of mechanical aptitude required by certain occupations.

The fact that this group was well selected is substantiated by a follow-up on the group to determine actual job performance. Follow-up records of the National Youth Administration indicate that only 3% were unsuccessful due to lack of ability.

19/ Fryer, Douglas and Sparling, E. "Intelligence and Occupational Adjustment," Occupations, XII (June, 1934) pp. 56 - 57.

20/ Bingham, Walter V. Aptitudes and Aptitude Testing. New York: Harper and Brothers, 1937. pp. ix - 390.

Table 18. Distribution of Percentile Scores on Minnesota Vocational Test for Clerical Workers of NYA Youth.

Percentile Score	No.Cases	PerCent	Percentile Score	No.Cases	PerCent
0-4	107	35.4	50-54	5	1.7
5-9	58	19.3	55-59	8	2.7
10-14	34	11.3	60-64	5	1.7
15-19	14	4.7	65-69	1	.3
20-24	17	5.7	70-74	5	1.7
25-29	11	3.8	75-79	0	0.
30-34	1	.3	80-84	2	.7
35-39	18	6.	85-89	1	.3
40-44	8	2.8	90-94	1	.3
45-49	4	1.3	95-99	0	0.
Totals				300	100

Median Percentile Score - 8.7

Qualified for other types of work -- Judged solely by test performance, the range of jobs which the average youth in this group can engage in with reasonable prediction of success is wide indeed. Listed below is a partial list of such jobs taken from the job classifications noted above:

baker	policeman	pipe fitter	bricklayer
chauffeur	auto assembler	tailor	barber
eng. fireman	printer	brakeman	sales clerk
motorman	tool die maker	fireman	waiter
photographer	auto mechanic	carpenter	conductor
printer	gunsmith	painter	storekeeper
R.R. conductor	plumber	caterer	airplane worker

Majority of all choices valid -- After determining the occupational preferences of all youth involved in the study and then determining the occupational qualifications of the youth on the basis of intellectual ability, mechanical and clerical ability, the writer then set out to compare stated choice with established qualifications. For example, if a

youth stated that he wanted to be an electrical engineer did he have the desired mental ability and the necessary mechanical ability that such a profession demands?

The results of this comparison revealed:

a. 74% of the entire group had the necessary qualifications to successfully engage in and/or complete training for the occupation of their choice.

b. 26% did not make valid choices, i.e., they chose occupations either too high or too low for their qualifications. Specifically, 16.3% did not make valid choices in that they lacked necessary qualifications as measured. 9.7% of the group had superior ability but chose occupations on a level too low for their best potential development.

Working upon the assumption that intelligence level was the best indication of success in a chosen occupation, this factor was given greatest consideration in the analysis of individual cases and in particular where border line decisions were necessary. In interpreting stated occupational choices such as that of physician, chemist, lawyer and teacher which did not necessarily involve the elements of either mechanical or clerical aptitude,

the existence or non-existence of them did not influence the conclusion as to validity.

In those jobs, however, such as machine operator, carpenter, electrician and metal worker, the element of mechanical aptitude was an important factor and was considered of almost as equal importance as intelligence.

Illustrations -- Paul Harris is 18 years old and comes from New York City. His occupational choice is that of a machine operator. He is a high school graduate and pursued an academic course of study while in school receiving his best marks in history and the sciences. The results of his test scores are as follows: Mental Ability - 131 IQ; Mechanical Aptitude - A; Clerical Aptitude - 81st and 94th percentiles for numbers and names respectively.

From the point of view of ability as indicated by the tests results, Paul obviously should be headed for a more challenging career possibly in the field of engineering. It can be concluded that this is not a valid choice in view of the fact that with superior ability he chose an occupation at a level which was too low for his best potential development and adjustment.

William McLinden of Hazelhurst, Mississippi, wants to become a journeyman carpenter. He had to leave school in the 10th grade to go to work. While in school he followed a general curriculum and received his best marks in English.

The results of his test scores are as follows: Mental Ability - 85 IQ; Mechanical Aptitude - E; Clerical Aptitude - 0 percentile.

It may be concluded on the basis of test results that William will not be too successful as a journeyman carpenter inasmuch as he is handicapped from the points of view of mental ability and mechanical aptitude. This is not considered to be a valid choice in that he chose an occupation at a level which was apparently too high for him to achieve.

Dan Milane of Charleston, Mississippi, is a high school graduate who took a general course in school and who desires to be an electrician. He has had some experience at the trade by working part-time with his father who is a plumber-electrician. The results of his test scores are as follows: Mental Ability - 104 IQ; Mechanical Aptitude - C+; Clerical Aptitude - 0 percentile.

On the basis of the test results it can be concluded that Dan has both the mental ability and mechanical aptitude to be successful and contented in this work.

<u>"The false tradition of gentility"</u> -- In an article addressed to young men in the American Magazine, June, 1939, William S. Knudsen, then President of General Motors Corporation, said:

"If I were twenty-one I would be a mechanic. I would try to get work in a machine shop. If that failed I would

try for a job in a filling station, or as an apprentice electrician or a plumber, or as a clerk behind a counter, or as an errand boy. I would try to get some work to do with my hands."

Towards the end of the article he goes on to say, "What I am hitting at is the false tradition of gentility which prevents many a gifted youngster from following his natural bent. I want to tear down the idea that one honest job is more honorable than another. Honorable work is any work that you do well."

The writer is in complete accord with Mr. Knudsen's comments. The attitude of this group of youth, at least, is not one of "false tradition of gentility" but rather it is an attitude of realism and not one governed by wishful thinking. This group of youth indicate that they can be happy in jobs other than those of the white collar or office variety.

Not only are the choices valid from an ability point of view but another strong indication of validity is the fact that only 25.2%, as indicated by Table 11, were interested in the professions, managerial, clerical and sales occupations.

Analysis of Self and Occupations

Importance of Analysis -- Thirty-three years ago, Frank Parsons, pioneer in the field of guidance, stated

the case for wise occupational selection when he said, "there are three broad factors: 1. A clear understanding of yourself, your aptitudes, interests, ambitions, resources, limitations and causes; 2. A knowledge of the requirements and conditions of success, advantages and disadvantages, compensation and opportunities, and prospects in different lines of work; 3. True reasoning on the relation of those two groups of facts."

These factors have been accepted as those which guidance workers must keep in mind in the counselling of youth and the factors that youth should keep in mind in the selection of an occupation. It is assumed that if these conditions are met, valid choices will result. To what extent has this group analyzed itself and the field of occupations? And, how influential had guidance in the public school been in assisting them in this analysis?

Self-analysis -- 61.8% of this group have given some thought to themselves in terms of assets and liabilities, likes and dislikes, etc., as they relate to the selection of a career. The approach to this analysis, however, was far from systematic and the chief point of investigation was: "Can I do it?" 84% of the group felt that they had the necessary requirements for the occupation of their choice. The fact that 74% did have valid choices indicates to some extent that sound reasoning was involved in the analysis.

Occupational analysis -- Of the entire group, none had made a complete investigation of the job in which they were interested, but 87% did investigate it from one or two angles. This investigation did not follow any predetermined form and did not come any where near covering all of the phases and aspects of the job. For the most part, this investigation was closely tied up with the factors indicated earlier in this study as influencing choices.

Guidance in schools -- Only 19% of the group were assisted in vocational planning by the public schools.

Choices not based on analysis -- Although some attention was given by this group to some sort of an investigation of occupations and an apparent attempt was made to gain an understanding of their abilities, the selection of an occupation did not culminate from these two factors. Neither were the investigation anywhere near complete.

As near as could be determined from the discussions with the group on this subject the process was not too systematic. As the individual began to sharpen his focus on a particular type of job as a result of the basic influences mentioned earlier in the study as reasons for choices, he looked into the job for one or two elements which appealed to him. In some cases it was the amount of money to be earned from the work. The fact that it was working with one's hands appealed to others. Still others

were attracted by the apparent prestige value attached to a particular type of work. For many the fact that the job called for working out of doors was attractive while for still others the fact that it was inside work had its appeal. In many cases admiration for a particular man in the community led youth to elect "his" type of occupation.

The youth did not consciously, at least, consider the many factors which we think they should consider in the selection of an occupation. After interest was aroused the majority of youth looked to see whether it appealed to the particular element in which they were primarily interested.

The selection of a vocation in these instances seems to be a very complex problem influenced by many factors. As the youth began to emerge into the occupational picture, many factors such as association, environment, school and work experiences, interests and so on gradually shaped for him and occupational choice that he thought he would like to pursue. In making a final decision as to whether this was for him he investigated it from the point of view of the feature or features which to him seemed most important at the time.

It is reasonable to assume that although he may remain within the rough occupational field which he has selected he will engage in other occupations. For a large number of youth there is a trial period in not one but a large number of occupations before what may really be called the

life work becomes the occupational activity of each individual. Although the choices are considered to be valid from the occupational qualification point of view, it cannot be said that they are valid from the points of view of careful analysis of oneself, likely occupations and an attempt at a matching of the two.

Summary -- The following points seem to be of significance as they relate to the validity of occupational choices:

a. The group seems to be average from the point of view of occupational ability. The median IQ is 98.2 and the median score achieved in the test of mechanical aptitude is C/. As far as test results are concerned the quality of clerical aptitude is almost completely lacking.

b. An average group such as this is qualified for a large number of varied jobs at this level.

c. The group is well selected for jobs as machine operators.

d. 74% of the occupational choices are valid as far as ability is concerned.

e. 16.3% did not make valid choices in that they lacked the necessary basic qualifications.

f. 9.7% of the group had superior ability but chose occupations on a level too low for their best potential development.

g. The majority of the group have given some consideration to both their occupational qualifications and occupational opportunities. However, there is not sufficient evidence to indicate that choices are valid from points of view of analysis and matching.

h. Only 19% of the group received any assistance from the public schools in connection with their occupational plans.

i. The group scored higher on the language part of the test of mental ability than they did on the non-language part.

j. The attitude of the group is not one of "false tradition of gentility."

k. The limitations of determining validity of choice by the method used are recognized and must be considered by the reader in interpreting the conclusions.

CHAPTER V

SUMMARY AND CONCLUSIONS

Re-statement of problem -- In this study, the writer has attempted to determine the validity of the occupational choices of a group of about 300 NYA youth who were brought to Connecticut for employment in war industries. The group, originating in the south and southwest, was a part of a planned migration movement of workers to this area.

In determining whether or not stated occupational choices were valid, the following factors were considered:

a. Occupational qualifications -- the stated occupational choice was compared with the established requirements as related to mental ability, mechanical aptitude and clerical aptitude.

b. Reasons for choice -- did the interviewee arrive at his choice after an analysis of himself and various occupations with an attempt at harmonizing the two factors? How did he arrive at his choice?

Summary of significant points -- In summary form noted below are the significant points as revealed by the study:

a. The majority of youth involved in the study came from the south and southwestern parts of the country.

b. All youth were employed by the National Youth Administration and brought to Connecticut for employment.

c. The majority of the youth are high school graduates, an educational achievement higher than the average out-of-school youth throughout the nation.

d. The vast majority of the youth received no specific vocational training while in school.

e. Not only was there a high degree of interest in mathematics among a substantial number of youth but there was also a high quality of performance in that subject.

f. The youth were well selected physically.

g. 95% of the group came from homes where English was spoken by all members of the family.

h. 79% of the group did not feel that school equipped them for any particular occupational activity.

i. The writer was interested in normal occupational choices minus the influence of the war. For the most part, there is evidence to believe that the objective was attained.

j. The fact that only 15% of the group chose occupations on the professional level places confidence in the realistic point of view of the group.

k. Only one among the entire group had no well-defined occupational choice.

l. The basic reasons for a particular occupational choice fell most frequently into a combination of reasons exerting either a conscious or unconscious influence upon the individual.

m. The school was of little importance in influencing the choice of an occupation.

n. The high degree of influence of the National Youth Administration and the factor of association in influencing occupational choice is both significant and clean-cut.

o. The occupational choices of the group show a rather wide range of selection in comparison with other studies.

p. The group seems to be average from the point of view of occupational ability with an IQ of 98.2% and mechanical aptitude score of C+.

q. An average group such as this is qualified for a large number of varied jobs at this ability level.

r. The group is well selected for jobs as machine operators.

s. 74% of the occupational choices are valid as far as ability is concerned.

t. 16.3% did not make valid choices in that they lacked the necessary basic qualifications.

u. 9.7% of the group had superior ability but chose occupations on a level too low for their best potential development.

v. The group scored higher on the language part of the test of mental ability than they did on the non-language section.

w. Only 19% of the group received any assistance from the public schools in connection with their occupational plans.

x. Most of the group have given some little consideration to both their occupational qualifications and occupational opportunities.

Choices were not based exclusively on this, however, and would not be considered valid from that point of view.

y. The attitude of the group is not one of "false tradition of gentility".

z. The group has been out of school for about two years and has had occupational experience.

zl. Limitations of the study are recognized.

Major Conclusions

Confidence can be placed in the occupational choices of NYA Youth -- Contrary to the results of other studies, this report shows that the majority of NYA youth involved in this study do make valid choices of occupations as far as job requirements of mental and special aptitudes are concerned to the extent that they were measured. Consequently, in programs of guidance for this group greater confidence can be placed in these expressed choices. For the majority, then, it is not necessary to emphasize occupational selection to the exclusion of other phases of occupational adjustment in any youth program established for this group.

There will be, however, a minority group who will need professional counseling on an individual basis in the selection of an appropriate occupation. This should be the first step towards ultimate occupational adjustment for this minority group.

Experiences after leaving school aid in wise selection -- The many limitations of this study are recognized but the data does indicate that the occupational choices of this group, are in line with ability and possibilities of employment. This may be so because of the "shaking down" process through which the group has passed between the time of leaving school and the time the study was made. The youth have become more mature, their eyes have been opened through work experiences and first hand contact with work, and they have been exposed to the "rough and tumble" of gaining a foothold on the occupational ladder. Consequently, they have chosen more realistically than they might have at an earlier date.

This does not mean necessarily that the schools should wait until pupils have such experiences before providing effective occupational guidance. Rather, the schools should do everything possible before youth leave school to develop this realistic concept.

Other areas of occupational adjustment should not be neglected -- The amount of time that has been spent in the past in giving youth "straight" occupational information as an aid to wise occupational selection can be modified in favor of other types of assistance. This assistance should take the form of preparing youth for the job of his choice, inducting him into work and coaching him in means of promotion and self improvement on the job. Numerous studies

have shown that from 60 to as high as 90% of discharges from industry and business are caused not from lack of skill and technical knowledge but from lack ofright attitudes and of the understanding of fundamental relationships. Thus an otherwise suitable choice becomes ineffective. The development of right work attitudes and an appreciation of fundamental relationships represents only one significant area where assistance might be given to this group. This does not mean, however, that we can dispense with occupational information. It may mean a shifting of emphasis and re-appraisal of values.

Briefly, it seems that the best type of guidance for similar NYA groups would have been: 1. providing opportunity for training in the area of interest and ability; 2. assistance in initial placement in a type ofwork commensurate with ability and interest; 3. follow up on the job to insure that good adjustment is taking place; 4. supplementing these three steps and continuing throughout should be a program to determine and meet the changing needs of the group.

Youth should be taught to consider all phases of an occupation -- The youth of this study considered the occupation in which they were interested from only one or two points of interest. They should be taught the significance of the several points which should be considered in

reference to a type of work and should be taught a methodoly for the investigation of occupations.

As they grow older other important considerations of a job will take on greater importance for them and in attempting to fulfill these considerations it may be necessary for them to shift from job to job. Valuable time may be lost in this manner and the whole process of adjustment will be retarded.

Needs of each group must be determined -- As indicated earlier in the study, the composition of out-of-school youth varies from time to time and the needs of one group may be quite different from the needs of another. Just as we cannot take the results of public school research on the problem and apply it to out-of-school youth neither can we take the results of this study and apply it to all out-of-school groups. A study of a similar problem made by the author in connection with CCC enrollees indicated that that particular group did need a great deal of assistance in the selection of an occupation.

Not only must the needs of respective groups be studied but of great importance such studies must be done on a local basis. The local community is in the best position to determine what is needed for its group.

The writer set out to determine the needs of this group of youth who had been brought to Connecticut as a basis for a program of individual and group adjustment

while they were waiting for placement in Connecticut industry. As a result of the investigation it was found that the most urgent need of the youth was assistance in making satisfactory adjustment to Connecticut living and industry. All other supposed aspects were of secondary importance.

The writer found that there were sixteen areas in which the group needed definite aid. They are as follows and in order of their importance: income management; systematic savings, credit and buying; nutrition; health; getting the job; why people lose jobs; employee information; additional training; recreation; clothing; personal appearance; establishing own home; social customs; history and traditions of Connecticut; industrial Connecticut.

Accordingly, group guidance programs were established. Attached as Appendix B is the outline which was established for this purpose. This, then, represents the type of thing which must be done for various groups. The needs of the group on a local basis must be determined and then a program established to meet those needs.

Most youth equipped for a large number of jobs -- The occupational qualifications of the group reveal that they are equipped for a large number of jobs requiring approximately the same kind and amount of skills. Youth should not be led to believe that there is just one or two jobs

in which they can successfully engage from the point of view of ability. Rather, the average youth has the basic requisites to satisfactorily engage in a large variety of different jobs calling for the same general levels of intelligence and special aptitude. For many they will perhaps unconsciously take advantage of this situation and will go through a trial period in which not one but a number of occupations will be sampled before what may be truly called the life work becomes the occupational activity of each individual.

This group will not be dissatisfied with life work -- Much of the guidance literature indicates that there is a strong tendency for average young people to choose occupations far beyond expectation of fulfillment because of limitation of ability and of opportunities. One of the major results of this situation has been dissatisfaction with their life work. Other things being equal, it can be said that the majority of the youth in this study will not be dissatisfied with their life work in view of the realistic attitude which they now have in regard to ability and opportunity.

Basic influences in the selection of a job should be interpreted to youth -- Although the value of selecting an occupation on the basis of self-analysis and a knowledge of occupations cannot be denied, a realistic attitude would indicate that youth should be acquainted with the

part that environment, association, school experience, NYA and CCC, parental influence and work experience play in the shaping of their occupational careers. In addition, they should be skilled in interpreting for themselves these various factors as they apply to them and attempt to so direct and control them that they will be the servant rather than the master.

Public school philosophy does not apply to out-of-school youth -- The last seven or eight years has opened up for America a whole new field of education which cannot be neglected. This study points out that it is in essence a new field and that we cannot impose on it the traditional practices of the public school system and expect it to work. There must be new research, new techniques, new leaders and a new type of vision. Questionable experimentation of the past must give way to a systematic attack upon the problem.

Public schools should extend guidance responsibility to a later date -- The fact that full time work has been some time away from the student during his school days has tended to make much of guidance ineffective. The realities of job getting and working were often not close enough for serious consideration. After being out of school a year or so, the full significance of this process is realized and youth begin to give full and serious attention to it. It is at this crucial point that they have little assistance.

Public school education should give assistance during this period and stay with the youth until he has been initially placed and made a satisfactory adjustment to the job.

Need for greater training opportunities -- The fact that this group does have valid occupational choices will be meaningless unless there is adequate opportunity to obtain the required training. Every youth on leaving the secondary school should be able to secure vocational preparation in higher schools or be ready at that point to handle at least the lower levels of some occupation in keeping with his ability and interests. 83.7% of the youth studied were enrolled in the general curriculum. This was not necessarily lack of guidance but rather a lack of other opportunities.

We must make certain that those who go through school do get an adequate occupational preparation.

Occupational ambitions tend to exert selection -- There seems to be evidence to indicate that occupational ambitions themselves tend to exact a selection which seems to have some degree of validity from the point of view of individual ability. This fact cannot be overlooked if guidance itself is to have validity.

Work experience and occupational adjustment -- The most effective activity which public schools can provide for facilitating occupational adjustment is the development of cooperative programs of work experience on a permanent basis.

No matter how extensively the school teaches about occupational life or how effective is its guidance program, youth must participate in work in order to really develop the "know how."

Equal to occupational choice, if not greater, is the development of proper work attitudes, understanding fundamental relationships, job seasoning, elimination of the "false gentility of tradition" and other aspects of successful occupational life. Occupational adjustment cannot be completely accomplished by "talk." There must be supervised participation.

Limitations of Study

The writer recognizes the many limitations of this study:

a. The group is not representative of a typical NYA group of youth.

b. The results of the three tests which were used to determine validity of choice are not conclusive evidence. Rather, they are but one indication of validity.

c. In determining the reasons for choice, only "threads" of factors in environment, association, work experience and school experience were considered. To reach accurate conclusions

relative to the influence of these factors would necessitate a great deal of additional data.

Need for further study -- There seems to be some evidence in the study to indicate that the results should be considered in programs of occupational adjustment - both for in-school and out-of-school youth. However, much more detailed investigation of the problem is needed.

A P P E N D I C E S

INTERVIEW GUIDE APPENDIX A

1. Name_____ Age___ Height___ Weight___
last first

Nationality_____ Address_____
town or city state

Language spoken at home_____

2. Occupational choice_____

3. Reason for occupational choice_____

_____

4. Do you feel that you have the necessary requirements for the work in which you are interested? Yes___ No___

5. To what extent have you investigated the field of work in which you are interested to determine the qualifications, salary, opportunities for advancement, steadiness of the work, trends, etc.?

None_____ Some_____ Complete investigation_____

6. Have you any desire to learn more about the job in which you are interested? Yes_____ No_____

7. Guidance in the public schools

_____Testing

_____Counseling

_____Try-out periods

8. Have you ever stopped to analyze yourself to determine just what your work qualifications are? Yes___ No___

POSSIBLE REASONS FOR SELECTION OF OCCUPATION

9. Association

a. Occupation of father_____

b. Occupation of brother_____

c. Occupation of sister_____

d. Types of work in which relatives are engaged_____

_____

e. Occupations of friends who are working_____

_____

10. Environment

a. Type of home community. Rural__ Rural Farm__ Urban__

b. Industries located near home_____

c. Type ofwork in which most people of community engage

_____

d. Often hangs out in garage_____ corner store____

factory_____ or_____

e. Brief description of section of city or town or

residence_____

11. Past work experience

a. Types of work experience other than NYA or CCC

_____

b. Did worker enjoy it? Yes__ No__ Why or why not?

_____

c. In worker's opinion, was it easy? Yes__ No__; was it

a fair salary? Yes__ No__; did it offer advancement?

Yes__ No__

d. Type NYA work experience_____

12. School experience

a. Course of study_____

b. Preferred subjects_____

c. In what subjects did worker get best marks_____

d. Was he really interested in the subject which he liked best or was it because he received good marks in that subject?

e. Last school grade completed_____

f. Reason for leaving school_____

13. Parental influence

a. Did parents ever discuss jobs with him? Yes__ No__

b. Type of work in which they would like to have him engage?_____

c. Were parents primarily interested in the money or the type of work? Money_____ Type of work_____

d. Type of work for which school equipped him_____

e. Financial status of family_____

14. Reading preference_____

15. Radio program preference_____ Hobby_____

16. Type of men in community or country which he admires___

_____

Interviewer's opinion of basis for occupational selection based upon questionnaire:

Test Results:

Mental Ability_____ IQ
test used

Mechanical Ability_____ %
test used

Field of Interests_____ _____
test used

Clerical Ability_____ %
test used

Interviewer's evaluation of occupational qualification based on test results and personal contact with interviewee:

Obvious physical or other occupational handicaps:

Attitude of interviewee towards work (direct quotation if possible):

Units of Adjustment Program for Out-of-State NYA Youth

Unit I
INCOME MANAGEMENT

I. Solvency

A. Person able to discharge all debts
B. Ability to do better job through elimination of financial worries
C. Establishment of credit
D. Character implications

II. Financial Plans

A. Money income

1. Wages translated into real income on exchange for goods and services
2. Savings as delayed income

B. Budget

1. To increase utility of income
2. Real income increases by intelligent buying and planning
3. Resistance to advertising based on emotional appeal
   a. Created need
   b. Necessary items
4. Written plan of proposed expenditures
   a. Anticipated income
   b. Necessary items
5. Written record of actual expenditures
6. Comparison of proposed and actual expenditures
7. Not necessary to increase money income to increase economic welfare

C. Consumer Protection

1. Better Business Bureau
2. Chamber of Commerce
3. Other organizations

D. Sources of Information

1. Government bulletins
2. Loan and Finance Companies
3. Consumers research agencies
4. Banks, Insurance Companies, Credit Unions

Unit II
SYSTEMATIC SAVING

I. Savings to Yield Supplementary Income.

   A. Postponed consumption of goods or services.

II. Need for Financial Self-protection.

   A. Unexpected occurrences.

      1. Illness
      2. Loss of job
      3. Other emergencies

   B. To take advantage of opportunities

      1. Continuance of education
      2. Investments
      3. Add similar opportunities

III. Types of Savings

   A. War Bonds
   B. Postal Savings
   C. Banks
      1. Cooperative
      2. Savings
   D. Credit Unions
   E. Building and Loan Societies
   F. Insurance

IV. Need for Bank Savings Account

   A. Flexibility, easy access in case of immediate need
   B. Not as readily available for spending as if kept in room
   C. Other forms may be restricted as to withdrawal

V. Financial Responsibility Towards Home.

Unit III
CREDIT AND BUYING

I. Open Account - loan off-set by equivalent assets

II. Charge Account

III. Installment

IV. Life Insurance Loans

V. Loan Agencies

A. Reputable
B. Sharks

VI. Abuse of Credit

A. Increased cost
B. Credit to obtain temporary possession of goods
C. Buying beyond ability to repay

1. Advertising, 25¢ down, 50¢ a week, no carrying charge, and so on, to make prospect want goods.
2. Danger of "living up to the Joneses."

Unit IV
NUTRITION

I. Daily Food Pattern

A. Milk

1. One pint for each adult

B. Vegetables

1. One medium potato
2. One serving of yellow or green vegetable
3. One serving of raw vegetable (lettuce, cabbage, and similar vegetables)

C. Fruits

1. Two liberal servings daily (preferably one citrus or tomato)

D. Whole-grain Cereals

1. Two servings daily including whole-grain bread

E. Meat - eggs - fish - cheese

1. A serving of any one at least once each day (an egg three or four times a week)

F. Butter

1. At least two tablespoons daily

G. Water

1. Four to eight glasses for adults

II. Food Selection

A. Cream puffs or beef stew?
B. Regular dinner versus a la carte
C. Meal tickets
D. Cutting costs by supplementary supply, fruit juices, fruit, andso on, in rooms
E. Change in eating habits for night shifts

III. Controlling Factors in Nutrition

A. Food
B. Sleep
C. Fresh air
D. Sunshine
E. Good posture
F. Water
G. Exercise
H. Freedom from controllable physical defects

IV. Conditions Affecting Energy Requirements

A. Type of work
B. Physical activity
C. General health
D. Temperature

V. Effects of Faulty Food Selection

Unit V
HEALTH

I. Importance of Good Health

A. Physical and mental efficiency
B. Maximum production
C. Less fatigue
D. Wholesome thinking
E. Elimination of incapacity for work

II. Medical Care

A. Periodic physical and dental examination

1. Immediate correction of physical impairments
2. Hospitalization plans
3. Clinics
4. Shop medical department

B. "Drug Store Cures"

1. Prescribed medication as opposed to patent medicines
2. Doubtful advertising
3. Testimonials and quacks

III. First Aid

A. Importance of safety rules and good shop practice

1. Use of guards on machinery
2. Machines' tables not made to lean on, and similar cautions

B. Types of wounds

C. Antiseptics
1. Kinds
2. Application
3. Precautions

D. Arterial bleeding
1. Pressure points
2. Tourniquet
3. Cautions

E. Venous bleeding
1. Treatment
2. Precautions

F. Shock
1. Causes
2. Treatment
3. Precautions

IV. Social Diseases

A. How contracted
1. Sexual relationships
2. Cuts and abrasions
3. By genital contact during birth
4. Contact with intimate personal belongings

B. Syphilis
1. Readily communicable in early stages
2. In late stages frequently causes physical and mental breakdown
3. Incubation period
4. Only trained physician can diagnose and treat disease adequately
5. Importance of early treatment
6. "The great imitator" - headache, pains, slight fever, joint aches, loss of weight, sore throat, disturbances of other mucous membranes.

C. Gonorrhea
   1. How contracted
   2. Difficulties of control
   3. Symptoms
   4. Only trained physician can diagnose and treat adequately
   5. Quacks and charlatans

Unit VI
GETTING THE JOB

I. Know Your Product

A. What is the first thing personnel man sees about me?
   1. Realization of self as an individual
   2. What do I look like?
   3. Personal characteristics
      a. Posture
      b. Personality
      c. Others

B. Individual as a salesman of himself as a product
   1. What is the first thing salesman learns?
   2. What makes a good salesman?
   3. NYA work experience as an asset

C. Past experience and training
   1. What I can do
      a. Importance of all training, amount of time, and use of product
      b. Avoid impression of know-it-all
   2. What I have done - as supplementary information
      a. What may seem trivial may show desirable characteristics
      b. Part-time jobs
         (1) Soda jerker
         (2) Newsboy
         (3) Any other work experience

D. Approach to personnel man
   1. Importance of receptionist as first line of resistance
      a. Simplified by card of introduction or appointment
      b. Necessity of being a gentleman
   2. Closed door vs. open door
      a. Conduct
      b. Personnel man sees me for the first time
   3. Introduction of self
   4. Waiting to be offered a seat
      a. Posture, voice, hat and overcoat
      b. No smoking
      c. Availability of credentials

E. The Interview
   1. The importance of "Yes, sir" (can be overdone)
   2. Have answers to what you can do, what you have done, on the tip of your tongue.
      a. Helps in relieving the nervous tension
      b. Importance of the short time allowed

F. Leaving the Interview
   1. "Thank you for the opportunity of presenting my qualifications"
   2. Possibility of getting personnel man to help you find a job

G. On your own actions may depend the placement of others
   1. Courtesy during interview
   2. Cooperation
   3. Doing the job

Unit II
WHY PEOPLE LOSE JOBS

I. Inability to Do Job

II. Inability to Take Orders - Insubordination

   A. Importance of courteous responses, Yes, sir; No, sir.
   B. Make sure orders are understood
   C. How would you handle contradictory orders?

III. Carelessness of Work - Safety

   A. Reduction in employers and employee profit
   B. Increased compensation costs
   C. Life endangered
   D. Time loss
   E. Disobedience
      1. Verbal orders
      2. Written orders
      3. Rules

IV. Bad Habits

   A. Tardiness
   B. Drunkeness
   C. Breaking shop rules
   D. Add others

V. Inability to get along with fellow workers

   A. Not taking share of work
   B. Arguing with fellow workers
   C. Borrowing tools
   D. Horseplay

E. Know-it-all type
F. Talkative type
G. Add others of a similar nature

VI. Cooperation

A. Doing share of work

B. Worker and worker cooperation
1. Relationship of mixed ages
2. Borrowing of tools
a. Care and replacement
b. Reset to original point
3. Ability to see job through
4. Responsibility for proper share of work

C. Worker and foreman cooperation
1. Wage payment methods
2. Knowledge of wage payment plan
3. Use of foreman for individual shop problems
4. Leave machine ready for next man

VII. Cleanliness

A. Machine
B. Personal

Unit VIII
EMPLOYEE INFORMATION

I. Workman's Compensation

A. Purpose
B. Provisions
C. Obligations
1. Employer
2. Employee

II. Labor Laws

A. Social Security Law - Federal Insurance Contribution Act
1. Purpose of law?
2. Who is subject to law?
3. Who is entitled to benefits?
4. What are the benefits?

B. Federal and State Unemployment Compensation Laws
1. Purpose of law?
2. Who is entitled to benefits?
3. How to qualify?
4. What are the benefits?

C. Federal Wages and Hour Law

D. National Labor Relations Act (Wagner Act)

E. Connecticut State Labor Laws

III. Labor Organizations

Unit IX
ADDITIONAL TRAINING

I. Value

A. Shows ambition
B. Makes it possible to take advantage of promotions
C. Develops real and new skill
1. Status of semi-skilled
2. A safeguard for the future

II. Supplementary Training

A. What is it?
B. Where is it?
C. How do I get it?

III. Extension Courses

A. Local organized courses
B. Correspondence courses

IV. Use of Libraries

V. Sources of Information

A. Employer
B. Local Board of Education
C. Co-workers

Unit X
RECREATION

I. Types of Recreation

A. Active
1. Hobbies
2. Athletics
3. Dancing
4. Add others

B. Passive
1. Reading
2. Radio
3. Movies
4. And so on

C. Cost and return of different types of recreation

II. Importance of Recreation

A. Mental hygiene
B. Personal development

III. Recreational Opportunities and Sources of Information

A. Hartford
B. Bridgeport
C. Other towns and cities

Unit XI
CLOTHING

I. Types of Clothing

A. For work
B. For dress
C. For play
D. Present wardrobe
E. Individual current needs
F. Amount of money available

II. Factors Affecting Cost

A. Quality of material
B. Ready to wear or custom made
C. Workmanship
D. Amount and kind of advertising
E. Other items

III. Intelligent Shopping

A. Methods of purchasing
   1. Cash
   2. Charge
   3. Installment
   4. Advantages and disadvantages of three methods

B. Sales resistance
   1. Investigation of sales, bargains, advertising
   2. Tests for wool, cotton
   3. Meaning of labels
      a. Preshrunk
      b. Sanforized
      c. Etc.

IV. Care and Cleaning of Clothing

A. Why clothes wear out
B. Personal appearance

Unit XII
PERSONAL APPEARANCE AS AN ASSET

I. Importance of Good Grooming

A. Develops poise and self-confidence
B. Factor in success
C. Influences, opinions and attitudes of others
D. Effects on landlady of neatness of person and room

II. Foundations for Personal Hygiene

A. Healthy body
B. Correct Posture
C. Cleanliness
1. Daily bath
2. Care of hair
3. Hands
4. Teeth
5. Clear skin
6. Other items may be added

D. Exercise
E. Wholesome thinking
1. Writing home
2. Attitude toward fellows
3. Going to church regularly

Unit XIII
ESTABLISHING OWN HOME

I. Need of Substitute for Stretched Family Ties

A. Importance of writing home
B. Necessity for standing on own two feet
C. Need for new friends and continuance of old
1. Maintaining contact with own group
2. Holidays and what can be done about them
3. Community activities

D. What families have done for them to date

II. Renting a Room

A. Suitability
1. Price
2. Location
3. Heating
4. Lighting
5. Ventilation
6. Outlook
7. Number using bath
8. Other considerations

B. Relation to landlady
   1. Courteous consideration
   2. Personal cleanliness, room, laundry, and so on.
   3. A place for everything and everything in its place
   4. Observance of the rules of the house
   5. Prompt payments

C. Supplementary furnishings for self expression and satisfaction

D. Living in an apartment with other boys
   1. Loyalty to, and consideration for others
   2. Sharing responsibilities
      a. Financial care of apartment
      b. Hospitality
   3. Cost of Unit
      a. Rent or lease
      b. Light
      c. Food

Unit XIV
SOCIAL CUSTOMS

I. Value of Acceptance of Social Customs and Conventions

   A. Development of personality
   B. Provide safeguards for society
   C. Establish standards for morals
   D. Make relations between human beings comfortable, convenient, pleasant and charming
   E. Form as asset in every phase of life

II. Everyday Manners

   A. In the home
   B. In public places
   C. With older people
   D. In public conveyances
   E. At public gatherings

III. Manners for Formal Occasions

   A. Introductions
   B. Games, parties, dances
   C. Eating out

IV. Conduct Between Sexes

   A. Wholesome pleasures
   B. Entertainment commensurate with spending money
   C. Attitude of friendliness
   D. Courtesy
   E. Conformation to social usages accepted as desirable
   F. Openmindedness toward advice of people of broader experience

Unit XV
HISTORY AND TRADITIONS OF CONNECTICUT

I. Reasons for Colonization

II. Date of Settlement 1633

A. Old towns and settlements
B. Trend to population concentration

III. Type of Government

A. Makeup of the governed and the governing

B. Preservation of self-government with almost no control by British Crown

C. Description of town government
1. Growth of town
2. Town meeting
3. Need for borough government

D. You as a future citizen of Connecticut
1. Responsibilities
2. Duties
3. Rights
4. Interest in others

IV. Connecticut's Contribution to National Settlement

V. Famous Connecticut Firsts

VI. "Connecticut Yankee"
1. Real traits
2. Alleged traits

Unit XVI
INDUSTRIAL CONNECTICUT

I. Geography of Connecticut

A. Reasons for industrial concentration
1. Power - three rivers
2. Easy disposal of goods
B. Area and population density
1. 46th in size, fourth in population density, approximately 1,700,000
2. 169 towns
C. Agriculture and dairy products

II. Industrial Centers

A. Connecticut as a trading and industrial center from early settlement
B. Principal industries of localities
C. Connecticut as the insurance center

B I B L I O G R A P H Y

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